DOCUMENT RESUME

ED 177 025 SO 011 264

AUTHOR Mitchell, John J.
TITLE Development of Research Professionalism in Advanced Undergraduate and Beginning Graduate Students. Working Papers.
INSTITUTION Pace Univ., New York, N.Y. Center for Applied Research.
PUB DATE [78]
NOTE 27p.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Graduate Students; Higher Education; *Individualized Instruction; Performance Based Education; *Psychology; Research; *Research Design; *Research Methodology; *Social Science Research; Student Motivation; Teaching Methods; Undergraduate Students

ABSTRACT

The paper describes an individualized approach to teaching social science research methodology. The approach is intended to make psychology research in college level courses an exciting and rewarding experience for advanced undergraduate and graduate students. Advantages of this approach over more traditional approaches include that it requires less theoretical statistical understanding, demands fewer predesigned laboratory experiments, and allows students to begin work on their own research projects early in the semester. The approach centered on a system of lecture-programmed learning in which lectures were accompanied by over 300 slides which could be reviewed by students after class. In addition, a library of approximately 5,000 articles in 20 research areas was set up for student use. Also, students were taught to use the computer to utilize existing statistical programs. Since this approach to teaching research was started in 1972, 30 student papers have been accepted by various conferences and journals. Synopses of four papers are presented in the document. Topics focus on: 1) predictors of job training successes among female trainees in a work incentive program, 2) attitudes toward feminism among 24 adolescent females, 3) effects of classroom structure on creativity in children, and 4) men's ratings of women's attitudes toward the feminist movement. The document concludes with a listing of 48 papers published or presented under the direction of the author from 1973 to 1977. (DB)

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DEVELOPMENT OF RESEARCH PROFESSIONALISM IN ADVANCED UNDERGRADUATE AND BEGINNING GRADUATE STUDENTS

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DEVELOPMENT OF RESEARCH PROFESSIONALISM IN ADVANCED UNDERGRADUATE AND BEGINNING GRADUATE STUDENTS

by John Mitchell
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How do we make learning to design and conduct research an exciting and rewarding experience? In the late 60's, I became concerned that requiring a laboratory-outlined experiment each week was exhausting and demotivating for students. These pre-outlined experiments were essentially replications of earlier experiments and, historically, were part of the traditional approach to research training in psychology. Students did, however, conduct an original experiment during the last few weeks of their course. Typically, students then became very enthusiastic, highly motivated, and inspired by their research. This dedication often resulted in an enormous effort toward the development of an excellent research design and gave the student a deserved sense of pride. Unfortunately, most projects were rushed in their execution. Upon completion of their projects at the end of the semester, students were often heard to say, "If only I had had time to continue this research." To have the student expend a significant effort on usually excellent work and to then discard or file away the finding is a waste of productivity. I became more and more concerned with teaching research in such a way that professional pride and a sense of accomplishment would be more fully developed throughout the course.

As a result, my approach to teaching research methodology changed. It required less theoretical statistical understanding, demanded fewer predesigned laboratory experiments, and allowed the student to begin working on his own research project early in the semester. Preparing students to initiate their experimentation in the seventh week of class requires careful selection and an extremely efficient presentation of preparatory material, as well as an emphasis on the applied aspects of research.

A careful analysis of both content and method of presentation (a kind of time and motion study) was undertaken to select the topics and readings most necessary to design, implement, and analyze experimental research in psychology. The findings had then to be synthesized by the student into the proper journal or conference format. (In fact, all research conducted in the lab was prepared for a conference or journal. The better papers were edited and submitted. See appendix.)

Several innovations were necessary to reduce presentation time and to make Research Methodology a competency-based course. Over three hundred slides were prepared in conjunction with the lectures. Slides allow more information to be presented faster, saving enormous amounts of time over the traditional blackboard approach. Students can concentrate on conceptual understanding, since the slides are available subsequent to the lecture for note-taking and review. The time saved in lecture allows more active participation and practice of techniques during class time. This is equivalent to a lecture-programmed learning approach

with complex material. Students are also taught to utilize existing statistical programs by using the computer to analyze their data in the initial seven weeks of the course. Previous designs and previous papers accepted by professional conferences or journals are available to serve as examples upon which the student can model his own work.

A library of relevant, up-to-date research, consisting of approximately five thousand published articles in about twenty selected areas was set up, saving the student much time consuming library research. As he conducts his experiment, the student can conduct computer searches as well as library research, allowing his final paper to reflect the available literature in his area of experimentation.

The student is required to defend his research design by presenting it to the class. A run-through using one or two subjects is actually conducted in front of the class in order to detect the flaws usually found in student designs in their initial stages. Substantial individual attention is given to each student to maximize the potential of this approach to teaching research methodology.

The success of this individualized approach in teaching research has been evident and rewarding. Since 1972, thirty papers conducted by students under my supervision have been accepted by various conferences and journals. Synopses of four of these papers are presented here as examples. All of these papers were accepted for presentation at a major psychological conference during the past year. All but the second one are currently being considered for publication by major psychology journals.

The first of these research projects was conducted by Steve Salbod, a student in our graduate program, and Ann Viviano, a former Pace undergraduate student who is currently in a Ph.D. program at Adelphi University. The study focuses on two potential predictors of job training success (completion of program) for 83 black, female trainees in a Work Incentive (WIN) Program. It was hypothesized that the effect of geographic origin (North or South) on job training success depends on level of self-esteem. (The results obtained support this contention.) Therefore, knowledge of where a trainee was born and of his self-esteem level significantly aids in determining whether the trainee can successfully complete the program. Both dynamic and cognitive theoretical explanations were offered to explain the differential effect of geographic origin.

The second paper selected for inclusion here was conducted by a Pace undergraduate student, Florence Ditmar. She was concerned with adolescent females' evaluations of ambiguous and nonambiguous stimuli in terms of their attitudes towards feminism. Twenty-four females participated in testing the hypothesis that less conformity would be exhibited by females with positive feminist attitudes. The hypothesis was confirmed, and results indicate that adolescent females behave in accordance with their attitudes toward the female role when conformity in a heterosexual group is tested.

Results of an experiment conducted by two of our current graduate students, Mercedes McCormick and Nancy Sheehy, reveal the effect of classroom structure on creativity in children, comparing open and traditionally structured classrooms. Their hypothesis, that children from open classrooms would score higher on creativity, was supported regardless

of teaching method. (Creativity is suggested to be an important factor which traditional evaluation procedures may not always efficiently measure when attempting to determine curriculum effectiveness.)

The final study included here was conducted by three undergraduate students, Karen MacNeil, Carmela Vittorio and Theresa Reichle. In their experiment, thirty undergraduate male evening students participated in a photo-rating task designed as a practical measure of men's differential ratings of women as either in favor of or opposed to the Women's Liberation Movement. A correlation was found to exist between scores on a feminism scale and the ratings of pictures of "attractive" or "unattractive" women as either feminist or non-feminist. Low-feminism scorers rated unattractive women as being supporters of the Women's Movement more often than they rated attractive women as being for it. (The presence of a defense mechanism to cope with a jarring and controversial issue was proposed to account for the findings.)

Learning should be an exciting and enjoyable experience. Instructors may forget that as they strive to present a great quantity of factual and theoretical information. Allowing a student to experiment in his own area of interest with the opportunity of presenting his findings at a psychology conference or of publishing a paper in a professional journal under his own name creates tremendous enthusiasm. This is precisely what is needed to foster the motivation to subsequently search for knowledge using the techniques and criteria of research methodology.

The following synopses demonstrate the caliber of research possible

if a theoretically interesting and methodologically sound project can be designed in the first half of a research course using this personalized research training.

Job Training Success: A Function of Geographic Origin

Employment rates in the North for black females from the South are higher than for black females born in the North. However, the overall employment rate for blacks when contrasted to non-blacks is low (Brennan, 1974, p.98). The federal government has sought to increase the employability of blacks through vocational rehabilitation programs. These programs, however, are directed toward increasing job-related competence, such as typing skills, and neglect the experiential factors of the participants.

Some of the participants in Northern vocational rehabilitation programs are black females reciving public assistance; however, they are from different origins. The present study contends that differences between their respective perceived environments by black females born in the North and South would differentially contribute to the development of a personality factor such as self-esteem.

This influence of environmental factors on the development of self-esteem in black females is congruent with theoretical models of self-conception. According to social interaction theory (Mead, 1934 and Kinch, 1963), the individual's self-esteem is based on his interpretation

of the way others perceive him. Karon (1975) has reported personality differences between northern and southern blacks which he attributes to the differences in "casts sanction" found in the North and South. By "caste sanction" Karon means that the behavior which whites deem appropriate for blacks differs in the North and South. This differential perception of the role of blacks by northern and southern whites may have a corresponding differential effect on the self-esteem levels of blacks.

Several studies have demonstrated that self-esteem has an important role in vocational rehabilitation training. Two studies (Miskimins & Baker, 1973 and Fitts, 1970) indicate that participants who do not complete a training program have lower self-esteem than those who do complete one. It is unclear from these studies whether self-esteem is an independent determinant of program non-completion or whether self-esteem is an index of gross experiential differences, especially growing up in different parts of the country. The present study, therefore, examines the influence of self-esteem on program non-completion in black females from the South and the North. It is hypothesized that the contribution of self-esteem to program non-completion depends upon geographic origin.

The criteria for acceptance in the training program were an attained reading level of above the sixth grade on the IOWA reading scale and receipt of public assistance.

Instrument: The Tennessee Self Concept Scale (TSCS) was used to obtain measures of self-esteem (Fitts, 1965). This multidimensional

instrument allowed the assessment of each trainee in thirteen areas of self-conception, including Total Self-Esteem, Physical-Self, Moral/Ethical-Self, Personal-Self, Family-Self, Social-Self, Self-Criticism, Variability between selves, Conflict within the selves, and Certainty of responses.

Procedure: Upon entering the program, each trainee filled out a demographic questionnaire and was then randomly assigned to a class. After the fourth week, the trainees were administered the Tennessee Self Concept Scale. After twenty weeks, a list was compiled of trainees who had completed the program.

Results: The influence of geographic origin and job training success upon total self-esteem was analyzed by a two factor ANOVa. Further ANOVa's examined the effect of geographic origin and job training success upon each of the scales of the TSCS. The comparisons of northern and southern blacks who completed the program indicated the Total Self-Esteem and five of the self-esteem subscales differed significantly, including Self-Criticism ($p<.05$), Identity (Who am I $p<.01$), Behavior (What I do $p<.025$) and Personal (self worth $p<.05$). For three of these scales, however, including Total Self-Esteem, Physical and Self-Satisfaction, geographic origin interacted significantly with job training success. Thus, the significant differences on these scales found between northern and southern born trainees who completed the program depended on the region of birth. A comparison of southern born and northern born trainees who did not complete the program resulted in no significant differences.

Females' Attitudes Toward Feminism and Their Conformity in Heterosexual Groups

Conformity to social group pressure has been extensively investigated since Asch's classic experiment involving conformity to the unanimous, incorrect judgements of line lengths (1952). Klein (1972) investigated conformity of group responses to ambiguous stimuli and found that conformity increased as the ambiguity of the stimuli increased.

Inconsistent findings have been reported in the literature regarding sex differences and conformity. Janus (1958) and Whittaker (1965) found that females are more susceptible to interpersonal persuasion than males Kretch (1962) has suggested that cultural sanctions emphasize female submissiveness and dependence on males and male self-sufficiency and independence in thought. More recent studies have found no sex differences in conformity behavior. (Smith, 1970; Klein, 1972; Goldberg, 1970; and Allen, 1969.)

While Meyers & Arenson (1968) found no interaction between sex and masculine or feminine stimuli, Sistruck & McDavid (1971) report interaction between sex of subject and type of stimuli: males conform more to feminine items, while females conform more to masculine items; and there is no difference in conformity to neutral items. Goldberg (1974) reports that when sex is disregarded, subjects rated as feminine conform more than masculine subjects to both feminine and masculine items.

In an investigation of attitudes toward feminism, Dempewolff (1972, 1974) reports that autonomy is a characteristic of males and females with positive attitudes toward feminism, or the equality of

women, as measured by a questionnaire developed for her study and Baron's Independence of Judgement Scale. Gladberg (1974) found a significant difference between conformity responses of female members of the National Organization for Women (NOW) and a female control group (Sistruck et al, 1971).

The present study investigates attitudes toward feminism, conformity to ambiguous and non-ambiguous stimuli in heterosexual groups, and degree of extraversion of female adolescents. It is hypothesized that females with more positive attitudes toward feminism will conform less to heterosexual group pressure than females with more negative attitudes toward feminism. It is also predicted that a significant relationship exists between level of extraversion and conformity.

Subjects: The subjects were twenty-four female adolescents, ages 13-17, attending a private, non-sectarian, coed high school in New York City.

Procedure: Each subject was brought into a room in accordance with usual Asch procedure (that is, they were unaware that the other four male and female peers were actually stooges responding in a preinstructed manner). Ten slides were presented containing line length comparisons and ten slides showed Holtzman Inkblots. For the first set of slides, the stooges gave unanimous correct responses to three slides and unanimous incorrect responses to the other seven. A common descriptor word and two unusual descriptor words were presented with each slide in the second group. The stooges unanimously chose the common descriptor word three times and the uncommon descriptor the other seven. Conceptually, in both cases, a standard was compared to alternatives with one of the

alternatives being "best" or "correct." After the slide presentations, each subject completed the Dempewolff Attitudes Toward Feminism Scale and the Eysenck Personality Inventory.

Results: High and low conformity groups were obtained by dichotomizing at the median (2.75). The low conformity gorup had a signif'cantly (t (22) = 2.43, $P < .025$) more positive attitude toward feminism (M = 180.4) compared to the high conformity group (M = 166.8). A pearson Product-Moment Correlation showed a significant negative relationship between conformity behavior and attitude toward feminism (r = -.347) (t (22) = 1.74, $p < .05$); low conformity is related to positive attitude toward feminism. Comparing the high and low conformity groups on degree of extraversion did not result in a significant difference, nor was a significant relationship found between attitude toward feminism and extraversion. A t-test revealed no significant difference between conformity to ambiguous and non-ambiguous stimuli.

Conclusions: The hypothesis that adolescent females with more positive attitudes toward feminism conform less to heterosexual group pressure than adolescent females with more negative attitudes toward feminism is confirmed by the results. While no difference is extraversion was found between high and low conformers, it was found that the higher the level of conformity, the lower the level of extraversion.

The results indicate that adolescent females do behave in heterosexual groups, at least in terms of conformity, in accordance with their attitudes toward the female role. The negative relationship between conformity and extraversion suggests a greater need for peer approval

among introverted female adolescents than among extraverted female asolescents.

The lack of relationship between attitudes toward feminism and degree of extraversion is interesting with regard to Worell and Worell's (1971) and Ryckman's (1972) findings of internal locus of control in supporters of feminism. Further study is needed to determine the relationship between internal and external locus of control and introversion-extraversion in supporters and non-supporters of feminism.

Investigation of the role of age in the personality characteristics of supporters and non-supporters of feminism is also indicated. Goldberg (1974) has stated that if there has been a shift in the female role toward the direction of greater independence, (which would account for the more recent reports of insignificant sex differences in conformity behavior), it would be the adolescent group that would have been most affected by this shift, as compared to the young adult population. Thus, adolescents might be expected to conform less than young adults. Constanzo and Shaw's (1966) report of a non-linear relationship between age and conformity for both sexes lends further support to the need for the investigation of age as a variable in attitudes toward feminism and conformity.

A disturbing aspect of the current findings is the lack of difference in conformity to ambiguous and non-ambiguous stimuli, contrary to Klein's (1972) results. This may be due to the limiting of interpretations to three choices in this study or to the difference in subject populations. Further research may be indicated to resolve these conflicting results.

Creativity and Open Classroom Instruction

Between the ages of three and seven, children are in the process of differentiating the elements in their environment (form, color, etc.) both perceptually and cognitively. Various measures for assessing creative potential and ability in young children have recently been developed. The Gross Geometric Forms Test (GGFT) (Gross, 1970) is an experimental instrument designed to identify what might best be called "expressive creativity" (Taylor, 1959) in children ages three to seven years of age. Gross defines these rudiments as a) Productivity: the number of different ideas produced; b) Communicability of Ideas: how well the child is able to integrate and express his thoughts; c) Richness of Thinking: the ability to use fantasy, color, action, and embellishment. The present study uses the GGFT to investigate the effect of trust and openness on the part of the experimenter on the child's creative expression.

Wallach and Kogan (1965) have found that the creative process occurs best in an unpressured, permissive, but task-oriented atmosphere with one-to-one testing. Torrance (1963) has also consistently found unevaluated practice more effective in encouraging creativity in the primary grades than traditional evaluated practice. Sartore (1974) has reported that the open classroom is one where trust and flexibility are fostered and the children are assisted in becoming self-reliant and responsible. Since creative expression appears molded by a child's early environmental influences, the school's environment may significantly affect a child's creativity. The present study focuses

on the effects of school structure on creative expression, predicting greater creativity in the open classroom.

Subjects: The subjects were 40 white, middle-to-low class children, 20 males and 20 females, randomly chosen from grade one at two closely located urban schools in New Jersey. One school had "open-structured" classrooms and the other "traditional" classrooms. No population differences could be detected between the schools.

Procedure: Children were randomly assigned to one of two "teaching" styles (simulating either socially-oriented teaching or achievement-oriented teaching) in the administration of the GGFT. In the achievement-oriented teaching situation, the task was presented to each child as a test. In the socially-oriented teaching situation, the task was presented as a game, and the experimenter presented herself as concerned, trusting and non-judgmental.

Each child was escorted to the room by a monitor, where he was greeted and seated at a table by the experimenter. Basic instructions about the task were given, the cover over the board was removed and a demonstration was given explaining how to use the 48 felt pieces on the GGFT to make objects, e.g., a cat's head, from a circle and two triangles. The child was then directed "to make something" using any of the pieces. The forms created by each child were copied onto a protocol sheet by the experimenter. Each child's responses to the test question, "What is it?" and "Tell me about it," were taped simultaneously. The same classroom was used in both conditions in order to diminish cue value. After testing, protocols were scored independently by two scorers who had no knowledge of which condition was used for

each child. Scores were averaged to obtain a total creativity score for each child.

Results: A comparison of "open" and "traditional" classrooms revealed that "open" children scored significantly higher on overall creative expression than "traditional" children ($F=20.5$, $p<.001$). "Teaching" style was not found to be significant and the interaction between the classroom structure and teaching style did not significantly affect overall creative expression. Classroom structure did significantly affect richness of ideas ($F=10.42$, $p<.005$), productivity ($F=7.47$, $p<.01$), and communicability ($F=9.52$, $p<.005$).

Implications and Conclusions: The results support our main hypothesis that the classroom structure affects a child's creative potential. The first grade children from the open-structured classroom scored consistently higher than their counterparts in the traditionally-structured classroom.

The purpose of the open-structured classroom is to enable the students to be flexible, creative, and intellectually curious. These are the very ideals which the literature indicates as promoting creativity. The curriculum, in focusing on flexibility, seems to teach the students to attack new problems in more diverse ways. A study investigating exactly what is being taught in each environment should be conducted.

However, it is possible that in an open classroom the child's personality is being affected and that the children are developing the security to invent, discover, and explore new approaches. It would be

interesting to test the relative anxiety-security levels of the children in the respective environments, as well as to correlate these measures with creativity scores.

Men's Differential Ratings of Attractive and Unattractive Women as Either For or Against the Women's Liberation Movement

Kahl (1968) defines autonomy as the individual's willingness to accept changes in the environment without seeing them as personal threats. Autonomy, he suggests, is a major component of modernity. The Women's Movement suggests that modernity is evident in the establishment of more flexible behavior patterns and attitudes in place of traditional stereotyped sex roles. But awareness of an issue, even coupled with a willingness to accept change, does not necessarily mean that the individual's behavior is immune to the subtle influences of the past. Ben & Bem (1970) reported that even individuals who are aware of the problem of stereotyped sex roles continue to rate work done by the male as more serious than work done by the female. Although people's attitudes and behavior patterns are changing, the two do not necessarily change simultaneously; in fact, behavior that does not correspond with an attitude is often an index revealing that the attitude may not be entirely sincere.

It is important therefore, to obtain behavioral and attitudinal measures when investigating as controversial and relevant a topic as the Women's Movement. The present experimenters believe that one's idea

of feminism takes on two characteristics: the "philosophical" and the "practical." They also suspect that the tendency to have two differing views of feminism is especially true of males. Friedland (1969) found that the role that a person occupies and the way in which he occupies it were the dominant factors in the impression formed. No one, we think, would doubt that in the past men have viewed women in terms of very fixed roles.

Men's attitudes about women and Women's Liberation need to be measured in a realistic way. For this reason, we have chosen two measures of feminism: The Feminism Scale, developed by Dempewolff, to measure the "philosophical" and a photo-rating task developed by the experimenters to test the "practical." The experimenters hypothesize that men will tend to rate unattractive women as being pro-feminist. Further, those males who score low on the Feminism Scale will more often rate the unattractive women as being pro-feminist than those males who score high on the Feminism Scale. It is also predicted that as scores on the Feminism Scale go down, the tendency to view unattractive women as pro-feminist will increase.

The experimenters believe that even though these hypotheses have no support in extant literature, there is a solid basis for assuming their validity; they further believe that the phenomena should, in any case, be tested.

Subjects: Thirty Pace University undergraduate male evening students, ranging in age from twenty-one to forty-three years, participated in the experiment.

Procedure: Subjects were administered a questionnaire consisting of a random presentation of questions from the following scales: a fifty-six item scale measuring attitudes towards feminism, developed by J. Dempewolff (1972); a twenty-five item scale entitled "Acceptance of Others," developed by W.F. Fey (1955); and the Rotter Internal-External Locus of Control scale, developed by J.B. Rotter (1966). Included within the "Acceptance of Others" scale was a five item scale measuring "Acceptability to Others." The questions were interspersed in order to minimize the cure value of the feminist scale. After completing the questionnaire, the subject was given a stack of thirteen pictures derived by Item-Analysis from a group of thirty pictures pre-rated for attractiveness/unattractiveness on a semantic differential scale. The pre-rating was obtained from a random sample of sixteen men belonging to the same population as the subjects. Five of the pictures used were pre-rated as unattractive. The subject was instructed to separate the pictures into two piles: one pile consisting of those women he thought would be supportive of the Women's Movement; the other including those women he thought would be antagonistic to the Women's Movement.

Results: Data was analyzed in terms of men who scored low in feminism (bottom quartile), men who scored high in feminism (top quartile) and, finally, in terms of all men who were tested. Low feminist scorers tended to rate unattractive women as favoring the Women's Liberation Movement significantly more often than they rated them as rejecting it, $p < .05$. Conversely, they tended to view attractive

women as not being for the Women's Liberation Movement, $p<.05$. In addition, these men significantly more often rated unattractive than attractive women as favoring the Women's Movement, $p<.05$. A significant correlation was found between feminism scores and the pictures pre-rated as unattractive. As feminism scores went down, the tendency to rate unattractive women as being for the Women's Liberation Movement went up, $r = -.64$, $p<.025$.

Within the high-feminist scoring group, it was found that high scorers rated unattractive women as not supportive of the Women's Movement significantly more often than they rated them as being for it, $t = 5.196$, $p<.001$, two-tailed.

Men in general rated unattractive women significantly more often as not for the Women's Movement than for it, $p<.05$ two-tailed, and all men in the study rated all the pictures of the women (attractive, unattractive, and neutrals) as more often not for the Women's Movement than for it, $p<.05$, two-tailed.

Implications and conclusions: The suspected tendency for men to rate unattractive women as for the Women's Liberation Movement held true for men who scored low on the feminism scale, although it was not true for men who scored high on it. This finding makes a great deal of psychological sense; one can assume that those men who are not themselves predisposed favorably toward Women's Liberation would hold a somewhat stereotyped or biased view of the women who are in favor ot it. And conversely, of course, those men who scored highest on the feminism scale realized perhaps the falsity of the stereotyped vision of a liberated woman as also an unattractive one. It is interesting

and important to note that considering all the men sampled, the tendency was to rate women in general as not for the Women's Liberation Movement. This behavior is perhpas best explained in terms of wish fulfillment, for it is true that the Women's Movement has had a highly unsettling effect on both men and women. That the high-feminism scorers were included in this tendency to rate women in general as not for the Women's Movement is an indication of the importance of implementing both a "philosophical" and a "practical" measure of feminism. These men expressed on paper a favorable attitude toward women and the rights women should possess, yet they see women in general as not favoring a movement which perhaps threatens the accepted position of men in society.

APPENDIX - Papers Published or Presented Under the Direction of Dr. John Mitchell, 1973-77.

Boyd, J., Scholle, K., and Paul, Elise. Comparison of mothers' attitudes toward the behavior of pre-school children 1953-1975. Submitted to American Psychological Association, California, 1977.

Diaz, A. Factors that influence trusting and cooperating with a stranger. Conference at SUNY, Plattsburg, New York, April 5, 1974.

Dicks, K., and Baker, N.J. The effect of seating arrangements on response duration. Conference at SUNY, Plattsburg, New York, April 5, 1974.

Dicks, K. Response duration as a function of seating. Conference at Pace University, New York, 1974.

Ditmar, F., and Mueller, N. Females' attitudes toward feminism and their conformity in heterosexual groups. NYU Psychological Review, 1974.

Ditmar, F., and Mueller, N. Conformity in heterosexual groups as determined by attitudes toward feminism. American Psychological Association, Chicago, 1975.

Femenella, M. The effect of group pressure on conformity of response. Conference at Pace University, New York, 1974.

Guerrero, L., Rubin, C., and Wong, C. The relationship between self-concept and curiosity in boys and girls. Conference at Ithaca College, Ithaca, New York, April 19, 1975.

Guerrero, L., Rubin, C., and Wong, C. The relationship between self-concept and curiosity in boys and girls. Journal of Undergraduate Psychological Research, 2, 1, May 1975, 65-71.

Jaffe, M. The effect of motivation and instructions clarity upon acceptance of a distorted time set. Conference at Pace University, New York, 1975.

Jaffe, M. The effect of instructional emphasis and format on acceptance of a distorted time set. Conference at SUNY, Plattsburg, New York, April 5, 1974.

Jaffe, M. Effect of varying emphasis of false temporal information on subsequent time judgments. Conference at University of New Hampshire, Durham, 1975.

Lynch, W. Instruction length effects on verbal modeling. Conference at Pace University, New York, 1974.

Lynch, W. An exploratory study on verbalized modeling (Exp. II). Conference at Pace University, New York, 1974.

McKenna, T. Adressing the issue of teacher versus a machine. NYU Psychological Review, 1974.

McKenna, T. Learning response to a teacher versus a machine. Conference at Pace University, New York, 1975.

McKenna, T. Is a teacher better than a machine? Conference at Glassboro State College, New Jersey, April 18, 1975.

McLaughlin, T. Monetary temptation: Responses of high income and low income urbanities. Conference at SUNY, Plattsburg, New York, April 5, 1974.

McLaughlin, T. Distorted Time Set: A new technique for assessment of response to false information. Eastern Psychological Association, April, 1977.

McLaughlin, T. Socioeconomic level and response to monetary temptations. Conference at University of New Hampshire, Durham, 1974.

McLaughlin, T. Monetary temptation as a function of socioeconomic level. Conference at Pace University, New York, 1974.

Mueller, N., and Ditmar, F. Female attitudes toward feminism. Conference at Pace University, New York, 1975.

Rubin, C., Wong, C., and Guerrero, L. Self-Concept: A determinant of curiosity. Conference at Pace University, New York, 1975.

Ruscitto, T. Visual fatigue and the autokinetic phenomenon. Conference at SUNY, Plattsburg, New York, April 5, 1974.

Ruscitto, T. The Autokinetic phenomenon and visual fatigue. Conference at Pace University, New York, 1974.

Ruscitto, Y. The effect of visual bombardment on perceptual stability. Conference at University of New Hampshire, Durham, 1974.

Salbod, S. An exploratory study in verbalized modeling: Exp. I. Conference at Pace University, New York, 1974.

Salbod, S., Travis, M., and Dockery, P. Experimental artifact in E-S dyad: modeling. Conference at Allegany University, 1973.

Salbod, S., and Viviano, A. Work Status: A function of self concept. Journal of Applied Psychology (publication pending based on revision of manuscript).

Salbod, S., and Viviano, A. Birth place and self esteem as factors in job training success. Eastern Psychological Association, New York, 1975.

Salbod, S., and Viviano, A. Tennessee Self-Concept Scale: Factor Analysis Using a Rehabilitation Population. Eastern Psychological Association, April 1977.

Salbod, S., and Viviano, A. General acceptance of false information using the DTS paradigm. Submitted to American Psychological Association, California, 1977.

Sheehy, N., and McCormick, M. Traditional versus open classroom structure and teaching style - the effect on creativity in children. Child Study Journal (accepted for publication).

Squires, P. Reading ability and imagery in paired associate learning. Conference at Pace University, New York, 1975.

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